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ABSTRACT

This selected ERIC bibliography lists 12 titles concerned with intellectual freedom in the schools. The items listed include essays, opinion papers, journal articles, studies, proceedings, and survey reports discussing such topics as library material selection; aid from the American Library Association Office for Intellectual Freedom (OIF); freedom of expression and values inculcation in school curriculums; an exercise with secondary level social studies students exploring censorship; examining the inconsistencies between public education and democracy; ethical theory and controversial topics; defusing protests against assigned classroom readings; major court cases and decisions involving library censorship and the banning of books; techniques for eliminating censorship in the social studies classroom; the censorship of "Huckleberry Finn"; and a state model for dealing with censorship. The ERIC document (ED) or journal (EJ) number is given for each item, and information on obtaining these items is provided. (DJR)

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INFORMATION RESOURCES ON. . .

INTELLECTUAL FREEDOM IN THE SCHOOLS
A Selected ERIC Bibliography

Citations in this bibliography were selected from the Educational Resources Information Center (ERIC) indexes Current Index to Journals in Education (CIJE) and Resources in Education (RIE).

ED279299

September 1986 Compiled by Pamela McLaughlin

Asheim, L. (1983, November). Selection and censorship: A reappraisal. Wilson Library Bulletin, 58 (3), 180-84. (UMI: EJ 290 170)
This essay reviews the library material selection process and explores the differences between selection and censorship. Removal of library materials, selection of materials for special interests, opinions of responsibility are discussed.

Deitch, J. (1984, May). Portrait. Wilson Library Bulletin, 58 (9) 654-57. (UMI: EJ 300 088)
Portrays viewpoints and duties of Judith Krug, director of American Library Association Office for Intellectual Freedom (OIF) and executive director of Freedom to Read Foundation. How libraries can enlist OIF aid, what OIF can do, censorship in school and public libraries, and effects of Reagan administration are highlighted.

Gordon, R. M. (1984, October). Freedom of expression and values inculcation in the public school curriculum. Journal of Law and Education, 13 (4) 523-79. (UMI: EJ 313 712)
Examines the relationship between constitutionally protected freedom of expression and the state's interests in inculcating common values in the young through public education. Argues that the state may only transmit values that are express or implied in the Constitution and that the courts have not addressed this issue.

Helms, R. G. (1984, January). Academic freedom: A classroom exercise. The Social Studies Professional, 70, 4p. (Available from: National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016.)
A 6-8 day secondary level social studies unit explores censorship in education through a variety of activities. Students participate in a preassessment poll measuring their opinions on academic freedom, answer a questionnaire entitled "What do you think?" concerning local school board and community powers, rank a list of possible teacher activities on a scale from acceptable to unacceptable, and watch the American Library Association film entitled "The Speaker." These activities are accompanied by discussion and analysis questions.

IR012535

Kane, J. (1984). In fear of freedom: Public education and democracy in America. Proceedings Number 38. (Report No.: ISBN-0-913098-42-6) New York: Myrin Inst., Inc. (EDRS: ED 244 864, microfiche only; PC available from The Myrin Institute for Adult Education, 136 East 64th Street, New York, NY 10021 ($3.00).
This examination of the inconsistencies between public education and democracy in American proposes "individual freedom of intellect and belief" through the educational empowerment of individual families and through government deregulation of school content.

Kupperman, J. J. (1985). Why some topics are controversial. Educational Leadership, 42 (4) 73-76. (UMI: EJ 311 602)
This article offers guidelines drawn from the last 200 years of ethical theory to aid educators in discerning between "uncontroversial" questions to which they can assume the correct answer is known and legitimately "controversial" questions requiring great care to be fair to the various points of view.

McLaurin, M. (1985, January). Peter Rabbit battles the censors. English Journal, 74 (1) 89-91. (UMI: ED 311 481)
Describes a technique for defusing protests against books assigned as classroom reading. Demonstrates how to justify a modern book by comparing it to books of the past.

Morrill, R. L. (1986, Winter). School library media programs and intellectual freedom: An examination of major court cases. School Library Media Quarterly, 14 (2) 71-82.
Through an examination of U.S. circuit, district, and Supreme Court school library censorship cases from 1972 to 1982 an attempt is made to discover whether school officials' actions and court officials decisions show a reverence for the spirit of First Amendment freedom of expression guarantees.

National Coalition Against Censorship. (1985, January). Books on trial: A survey of recent cases. A periodic report from NCAC's Clearinghouse on School Book-Banning Litigation. New York: Author. (EDRS: ED 258 597)
Designed to provide insight into both the philosophical and emotional dimensions of community conflicts over students' exposure to ideas, this report summarized 4 current court cases and 16 previous decisions in cases involving the banning of books, magazines, and films from public schools.

Seiferth, B. B. (1984, January). Censorship: Challenges, concerns and cures. (EDRS: ED 241 413)
While censorship pressures emanate from all points on the political spectrum at different times, the current censorship movement comes mostly from political conservatives. Efforts by the present administration and private groups have serious implications for social studies education, which emphasizes the development of students' awareness of and ability to deal with social issues. Several techniques are open to social studies teachers trying to eliminate censorship in the classroom. Among these are awareness of teacher self-censorship, respect for parents' rights, and encouragement of a clearly stated district policy on censorship.

Stanek, L. W. (1985, February). Huck Finn: 100 years of durn fool problems. School Library Journal, 31 (6) 19-22. (UMI: EJ 314 185)
Discusses the censorship of Mark Twain's "Huckleberry Finn" since it was first published in 1885. Highlights include Twain's public image, viewpoints of censors, the banning of the book and school censorship cases, and the celebration of the centennial of "Huckleberry Finn." Nine references are cited.

Williams, D. M. (1982, Summer). Putting it all together: A state model for dealing with censorship. Media Management Journal, 1 (4) 56-57. (UMI: EJ 308 694).
Identifies ways of using state intellectual freedom resources to support colleagues experiencing censorship attempts in public schools; shares mechanisms for collecting data on censorship attempts; shares highlights and implications of Wisconsin survey results and materials of interest; and recommends ideas which can be put into practice at building level.

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All citations with EJ numbers are journal articles from CIJE and can be obtained from a library, borrowed through interlibrary loan, or ordered through UMI, 300 N. Zeeb Rd., Ann Arbor, MI 48106 ($10.00 per article), if so indicated. Those with ED numbers are from RIE and can be read at an ERIC microfiche collection or ordered in microfiche or paper copy from EDRS, 3900 Wheeler Ave., Alexandria, VA 22304. Call toll free: 800-227-3742 for exact prices of ERIC documents.